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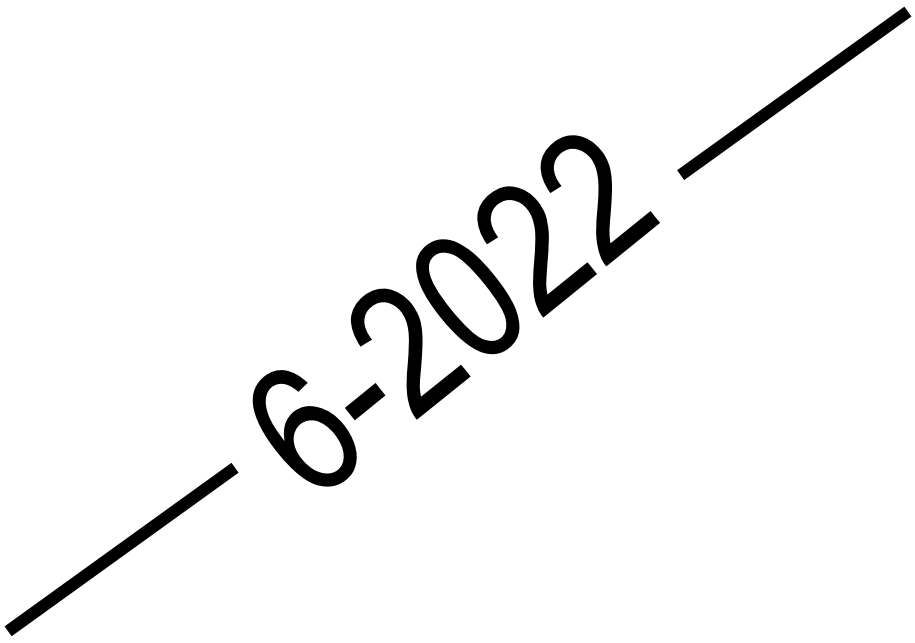

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O‘ZBEK SINFLARIDA INGLIZ TILINI O‘QITISHDA YUZAGA KELADIGAN PRAGMATIK MUVOFAQQIYATSIZLIKLAR SABABLARI

ПРИЧИНЫ ПРАГМАТИЧЕСКИХ НЕУДАЧ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА В УЗБЕКСКИХ КЛАССАХ

THE CONTRIBUTING FACTORS OF PRAGMATIC FAILURE IN ELT CLASSROOMS FOR UZBEK LEARNERS

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Annotatsiya

Pragmatik muvaffaqiyatsizlik - bu aytilgan narsa nimani anglatishini tushuna olmaslikdir, bu ko‘pincha madaniyatlararo muloqotda tushunmovchilik yoki chalkashlikka olib kelishi mumkin. Shu sababli, ushbu maqola O‘zbek tilini o‘rgatish sinflarida pragmatik muvaffaqiyatsizlikka olib keladigan omillarni o‘rganadi. O‘qituvchiga yo‘naltirilgan ta'lim sifatida quyidagi omillar; haqiqiy ma'lumotlarning yo‘qligi; ingliz tilini madaniy farqlarni hisobga olmasdan o‘rgatish; lingvistik kompetentsiyaga yo‘naltirilgan baholash tizimi aniqlandi.

Аннотация

Прагматическая неудача — это неспособность понять, что имеется в виду под тем, что говорится, что часто может привести к непониманию или путанице в межкультурной коммуникации. Поэтому в данной статье рассматриваются факторы, которые приводят к прагматическим неудачам на уроках узбекского языка. Были определены следующие факторы как система оценки, ориентированная на языковую компетенцию, образование, ориентированное на учителя; отсутствие реальной информации; преподавание английского языка без учета культурных различий.

Abstract

Pragmatic failure is the inability to understand what is meant by what is said, which can often lead to misunderstanding or confusion in cross-cultural communication. For this reason, the present article explores the contributing factors of pragmatic failure in Uzbek’s ELT Classrooms. The following factors as teacher-centered teaching; lack of authentic input; teaching English without considering the cultural differences; linguistic competence oriented evaluation system were found out.

Kalit so‘zlar*: pragmatik qobiliyatsizlik, ta'sir etuvchi omillar, madaniyat, o‘stirish, lingvistik kompetentsiya, pragmatik kompetentsiya, aspektlar, muloqot.*

Ключевые слова*: прагматическая неудача, способствующие факторы, культура, культивирование, лингвистическая компетентность, прагматическая компетентность, аспекты, коммуникация.*

Key words: *pragmatic failure, contributing factors, culture, cultivation, linguistic competence, pragmatic competence, aspects, communication.*

INTRODUCTION

Only a good mastery of linguistic knowledge cannot ensure successful linguistic communication if a non-native speaker does not have enough understanding of the pragmatic rules of the target language. It is argued that pragmatic competence plays an important role in making a linguistic communication successful, so it is of crucial importance for English teachers to pay much more attention to the cultivation of pragmatic competence in ELT classrooms.

For decades, in Uzbek’s ELT classrooms, much attention has been focused on the cultivation of the student’s linguistic competence, that is to say, the ELT pedagogies adopted by the English teachers mainly facilitate the student’s mastery of a large number of English words and a rich grammar while neglecting the cultivation of the student’s pragmatic competence. Fortunately, more and more scholars have recognized the importance of the cultivation pragmatic competence in ELT classroom. For this purpose, the present article explores the contributing factors of pragmatic failure in Uzbek’s ELT Classrooms and puts forward some suggestions to deal with these deficiencies.

The causes of pragmatic failure are various. But generally speaking, we can group them into the following three aspects. Firstly, pragmatic failure can be teaching-induced. For instance, a source of teaching- induced pragmatic failure goes to the over-emphasis on the parallel between

the grammatical category “the imperative” and the speech act “ordering”, but actually, “imperatives are scarcely ever used to command or request in formal spoken English” Secondly, pragmatic failure can result from the negative transfer of pragmatic knowledge from L1. At the pragmalinguistic level, the inappropriate transfer happens when speakers try to transfer from their L1 to L2, the utterances being transferred are semantically/syntactically equivalent, but carry a different pragmatic force in the target language for the sake of ‘interpretive bias’. At the sociolinguistic level, linguistic choices are affected by the cross-cultural mismatches in assessing social distance and the constituents of an imposition, and in evaluating relative power, rights and obligations, etc. These differences can be clearly demonstrated in the communication between people from different cultures who take different views towards the notion of “free” and “non-free” goods. For example, in the western culture it is impolite to ask directly about a stranger’s income, age and marital status, whereas in the Uzbek culture such information can be sought freely and without circumlocution. Thirdly, L2 learners do not always transfer some aspects of universal or L1-based pragmatic knowledge to L2 communication. They tend towards literal interpretation, taking utterances at face value rather than inferring what is meant from what is said and underusing context information. Although highly context-sensitive in selecting pragmatic strategies in their own language, learners may underdifferentiate such context variables as social distance and social power in L2. Although in recent years several teaching methods, such as the Direct Method, the Natural Method and the Communicative Method, have been experimented in classrooms, it is still the Grammar Translation Method that is dominating our ELT. Generally speaking, we can attribute the domination of the Grammar Translation Method to the following principal factors. Firstly, the class size is too large. Secondly, the textbooks are not well designed for the other teaching methods. Thirdly, not all English teachers are capable of carrying out the ELT effectively enough. Lastly, our evaluation system, which is linguistic competence oriented, still does not attempt to tap into communicative abilities. From a pragmatic point of view, the deficiencies existing in our ELT classrooms can be summarized as follows: focusing on the instruction of the student’s linguistic competence, ignoring the cultivation of the student’s pragmatic competence.

MATERIALS

Now we will explore *Teacher-Centered Teaching* - Today, most of the English teachers conduct their ELT in the following way. Firstly, students read after the teacher the new words and the new text. Secondly, the teacher explains the text sentence by sentence, both semantically and syntactically. Thirdly, the teacher provides the students with examples to illustrate the important words and phrases. Lastly, the students are asked to use the important words and phrases to make sentences. During the whole process of teaching, it is the teacher who does most of the talking, which is to the detriment of the student’s speaking opportunities. Therefore, it can be easily recognized that the negative effects of this teaching method exist in the following three areas: Firstly, this teaching method virtually does little to enhance the student’s communicative ability. For students, English language learning means a tedious experience of memorizing endless lists of grammar rules and vocabulary. Even though some students can produce grammatically correct sentences, they may not know how to use them properly in appropriate social contexts. Due to the domination of the teacher, students have little chance to speak, not to mention to cultivate their communicative competence. Secondly, students are not motivated. As we know, intrinsic motivation plays a decisive role in helping students achieve their school success. So a teacher should think themselves not so much as an information deliverer to students, but more as a facilitator of learning whose job it is to set the stage for learning, to start the wheels turning inside the heads of the students, to turn them on to their own abilities, and to help channel those abilities in fruitful directions. But in such classes, teachers have almost arranged everything for the students, so it is hard for the students to be active participants. Furthermore, for most of the Uzbek students, learning English means passing entrance exams. Not surprisingly they spend most of their time working on test skills and language knowledge instead of language ability. Thirdly, in such classes, students do not actively participate in learning, but only passively receive the information. In this respect, learning is not meaningful enough, that is to say, it is a kind of rote learning.

The next feature is *Lack of Authentic Input* - Despite many years of effort, many English learners in Uzbekistan are not able to use the language in real communications. One of the factors leading to this disappointing outcome is a lack of authentic input. As it is, one of the necessary conditions for successful language learning is a sufficient exposure to authentic, diverse, comprehensible and demanding linguistic and cultural materials of the target language. However, in Uzbekistan, students have little opportunity to expose themselves to the English environment to acquire knowledge, the teaching materials and the instructions of their teachers are the major sources upon which they can build up their English language proficiency. But unfortunately, our English texts, which are mostly selected in terms of their literal value, for the purpose of practicing grammatical items and with the aim of improving the student's reading ability, are not well designed for catering to the need of cultivating the student's pragmatic competence. As a social activity, language does not exist in vacuum but exists in a certain community. Being an integral part of a certain culture, different languages sometimes give the same entity with different cultural implications. Culture is the substance of language, without knowledge of the English culture, we can never be versed in the English language, because the best cream and the most nationalized diction of the English language can only be grasped through the comparison between our own culture and the target culture. Therefore, English teachers should try to set up a bridge across the English culture and the Uzbek culture by means of acquainting students with the knowledge of the western cultural traditions, Greek mythology and Christian thought. If the cultural differences are ignored, the effect of the English language study will be greatly affected, or even some misunderstanding will occur in cross-cultural communication.

Culture is always associated with the people who create it. The English people respect personal privacy, although they tend to be more direct and frank. On the contrary, the Uzbek people like to inquire about each other's personal affairs, such as age, marriage, income and family, which is considered a polite way of showing concern. In cross-cultural communication, they often ignore this cultural difference, which results in communicative breakdown. In Uzbek's ELT classrooms, this cultural difference is not paid enough attention to, because matters regarded as privacy in the English culture are not perceived as such in the Uzbek culture. In our ELT classrooms, such cultural differences are also often neglected in the teaching of English vocabulary.

The other feature is *Linguistic Competence Oriented Evaluation System* - For decades, our evaluation system is designed to test a student's linguistic competence, even the entrance examination to higher education, for which the high school students have been preparing painstakingly, is designed the same way. Therefore, what students should do is to remember a great number of English words and grammatical rules to get high grades in the examinations that occur so frequently. For Uzbek students, learning English well means that they can get high grades in every English examination. So what they should do is trying their best to recite texts, do grammar exercises and memorize the vocabulary. As a result, examinations for them are "dark clouds hanging their heads, upsetting them with thunderous anxiety as they anticipate the lightning bolts of questions they don't know, and worst of all, a flood of disappointment if they don't make the grade." Under this evaluation system, students deal with all sorts of examinations skillfully, just like fish in water, but they may not be able to communicate smoothly and appropriately. They know the English words, sentences and grammatical rules perfectly well, but they may have trouble choosing the proper expression in a specific context.

The following point is about *Classroom Language* which describes the routine language that is used on a regular basis in a classroom. This includes phrases for giving instructions of praise, for example "Take out your notebooks" or "Please stand up". These are expressions that teachers are used to using and students are used to hearing. However, classroom language takes a while for students to learn and get used to. The benefits of knowing these language basics mostly revolve around reducing the amount that students use their mother tongue while increasing the amount of the target language they are using. In short, classroom language makes the classroom environment more authentic.

METHODS

Integrating classroom language into a lesson can often pose great difficulties for teachers due to the fact that many second language teachers learned the language themselves after childhood, thus were not exposed to authentic classroom language. If that is the case, the teacher should make a particular effort to seek out the correct language in order to create the most authentic experience possible for the students. On the other hand, foreign language students often encounter difficulties when the phrases in the target language do not make sense in their native language; students must learn to understand that different languages work in different ways.

CONCLUSION

Pragmatic failure can often lead to misunderstanding or confusion in cross-cultural communication, thus it is of a crucial importance to cultivate the student's pragmatic competence in ELT classrooms. Pragmatic competence can be cultivated effectively if proper strategies are adopted. Task-based learning, which means that specific tasks are set for students so that they can act as if they were using the language in real life, helps students learn the correct rules of the English language from meaningful and practical tasks. Besides, authentic English teaching materials are in demand so that students could get into contact with the real English language. Teachers should also teach the social knowledge and the cultural background knowledge of the English language to increase the student's cultural awareness. Furthermore, our evaluation system mainly facilitates the training of students with "high grades, low competence". Therefore, the evaluation system, a yardstick used to measure a student's school work, must be reformed to meet the needs of the society, hence an evaluation system of pragmatic competence oriented is an urgent need.

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